The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

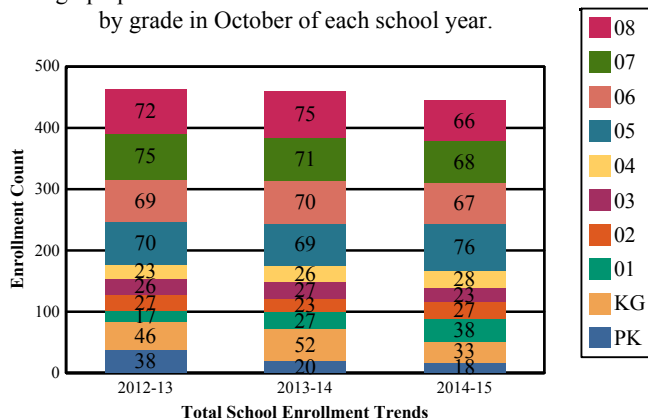To learn more about New Jersey's school accountability system, please visit: http://www.nj.gov/education/educators/.

State of New Jersey
2014-15

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002
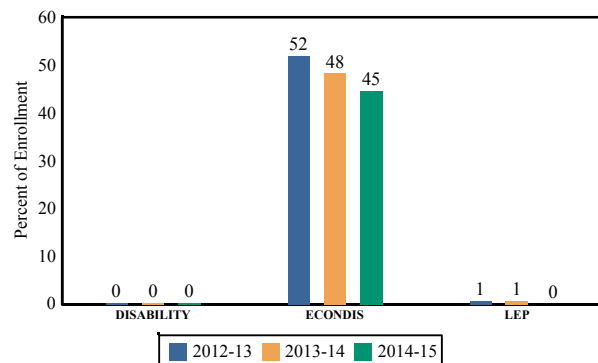
DEMOGRAPHIC INFORMATION

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	463
2013-14	460
2014-15	444

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

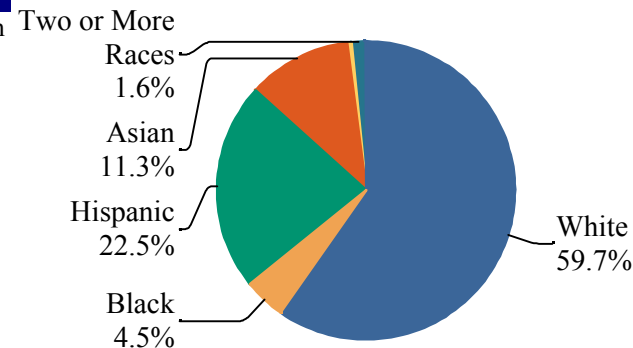|	Male	Female
2012-13	224	239
2013-14	220	240
2014-15	204	240

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.
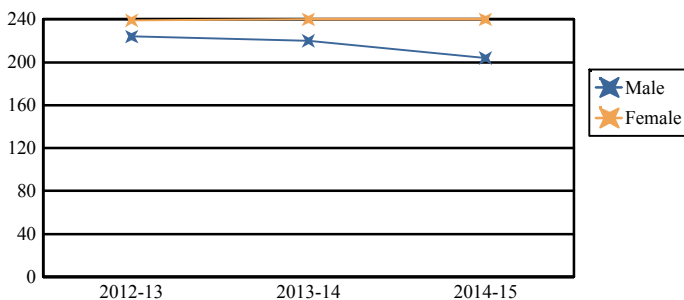
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	1	0%
Economically Disadvantaged Students	198	44.6%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Legend: White, Black, Hispanic, Asian, American Indian, Pacific Islander, Two or More Races

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	66.1%
Arabic	13.7%
Spanish	6.3%
Polish	3.2%
Russian	2.3%
Hindi	1.4%
Other	7.2%

NICHOLAS ORESKO #14

HUDSON

GRADE SPAN   PK-08

33 EAST 24TH STREET

BAYONNE CITY

BAYONNE, NJ 07002

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	77%	100	93
Math Met or Exceeded Expectation	72%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	300	77.3%	95%	87.3%	YES*
White	171	85.9%	95%	84.5%	YES*
African American	-	-	--	--	--
Hispanic	73	57.6%	95%	89.2%	YES*
American Indian	-	-	--	--	--
Asian	44	84.1%	95%	97.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	135	63.7%	95%	90.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	299	72.3%	95%	87.3%	YES*
White	171	78.4%	95%	84.5%	YES*
African American	-	-	--	--	--
Hispanic	72	47.3%	95%	89%	YES*
American Indian	-	-	--	--	--
Asian	44	95.5%	95%	97.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	135	60.7%	95%	90.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJ SCHOOL PERFORMANCE Report

17-0220-140

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN   PK-08

NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (*Min. 650*)	**Level 2:** Partially Met Expectations	**Level 3:** Approached Expectations	**Level 4:** Met Expectations	**Level 5:** Exceeded Expectations (*Max. 850*)

State of New Jersey

2014-15

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	18	759	744	6%	11%	22%	56%	6%	61%	44%
White	13	762	753	0%	15%	8%	77%	0%	77%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	746	751	14%	6%	40%	29%	11%	40%	52%
White	16	753	758	6%	6%	38%	31%	19%	50%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	740	734	17%	7%	41%	28%	7%	34%	31%

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
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ACADEMIC ACHIEVEMENT
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	774	751	1%	7%	9%	64%	19%	83%	53%
White	45	784	757	0%	4%	4%	67%	24%	91%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	14	744	737	7%	21%	14%	57%	0%	57%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	33	759	734	3%	12%	9%	73%	3%	76%	31%

State of New Jersey
2014-15

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	767	749	3%	6%	14%	55%	22%	77%	50%
White	30	767	755	3%	3%	7%	67%	20%	87%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	24	756	736	4%	13%	25%	46%	13%	58%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	11	789	770	0%	0%	9%	45%	45%	91%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	752	733	8%	12%	20%	52%	8%	60%	30%

ACADEMIC ACHIEVEMENT

17-0220-140
NICHOLAS ORESKO #14

HUDSON

GRADE SPAN   PK-08

33 EAST 24TH STREET

BAYONNE CITY

BAYONNE, NJ 07002

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	789	750	2%	0%	2%	28%	69%	97%	53%
White	32	790	757	0%	0%	3%	28%	69%	97%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	780	736	8%	0%	0%	38%	54%	92%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	11	797	777	0%	0%	0%	18%	82%	100%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	780	733	5%	0%	5%	26%	63%	89%	33%

State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN   PK-08

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	770	750	5%	7%	7%	53%	27%	80%	53%
White	35	778	757	0%	6%	6%	63%	26%	89%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	22	755	732	14%	9%	9%	55%	14%	68%	34%

NJ SCHOOL PERFORMANCE Report

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	18	761	746	6%	17%	11%	50%	17%	67%	46%
White	13	763	752	0%	15%	15%	54%	15%	69%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	742	744	11%	20%	20%	46%	3%	49%	42%
White	16	748	749	6%	19%	19%	50%	6%	56%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	739	730	14%	21%	21%	41%	3%	45%	23%

ACADEMIC ACHIEVEMENT

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	767	744	1%	6%	15%	60%	18%	78%	42%
White	45	773	749	2%	0%	13%	62%	22%	84%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	13	744	733	0%	31%	31%	31%	8%	38%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	33	756	731	3%	12%	18%	58%	9%	67%	23%

ACADEMIC ACHIEVEMENT
33 EAST 24TH STREET
HUDSON
GRADE SPAN   PK-08
BAYONNE CITY
BAYONNE, NJ 07002

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	763	743	3%	9%	14%	60%	14%	74%	42%
White	30	764	749	7%	0%	13%	67%	13%	80%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	24	752	731	0%	25%	21%	54%	0%	54%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	11	789	768	0%	0%	0%	55%	45%	100%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	25	748	729	8%	20%	16%	52%	4%	56%	23%

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

GRADE SPAN   PK-08

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	765	740	2%	2%	12%	66%	19%	84%	38%
White	32	766	745	0%	3%	13%	66%	19%	84%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	13	753	730	8%	0%	23%	62%	8%	69%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	11	772	760	0%	0%	0%	73%	27%	100%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	764	728	5%	0%	11%	63%	21%	84%	21%

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	747	726	9%	12%	30%	42%	6%	48%	24%
White	18	758	732	0%	6%	39%	50%	6%	56%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	14	736	719	21%	14%	21%	43%	0%	43%	17%

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN   PK-08

17-0220-140

NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	22	787	740	0%	5%	0%	73%	23%	95%	40%
White	17	785	746	0%	0%	0%	88%	12%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

HUDSON	**NICHOLAS ORESKO #14**
	33 EAST 24TH STREET
BAYONNE CITY	**BAYONNE, NJ 07002**

GRADE SPAN   PK-08

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	**Grade 4**	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	**Grade 4**	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN   PK-08

17-0220-140

NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002
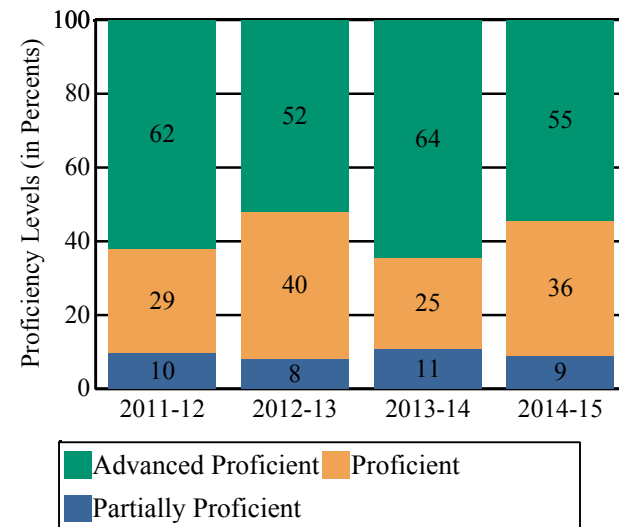
## NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	55%	36%	9%
White	50%	44%	6%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	48%	41%	11%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN   PK-08

NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002

NJASK Results - Science Grade Level - 08

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	60%	10%
White	31%	61%	8%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	52%	19%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

State of New Jersey
2014-15
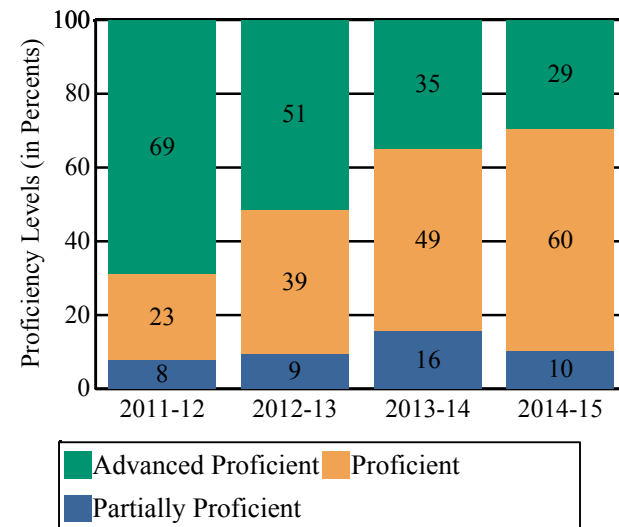
17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

COLLEGE AND CAREER READINESS
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
28	22

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	95.5%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS
HUDSON
BAYONNE CITY

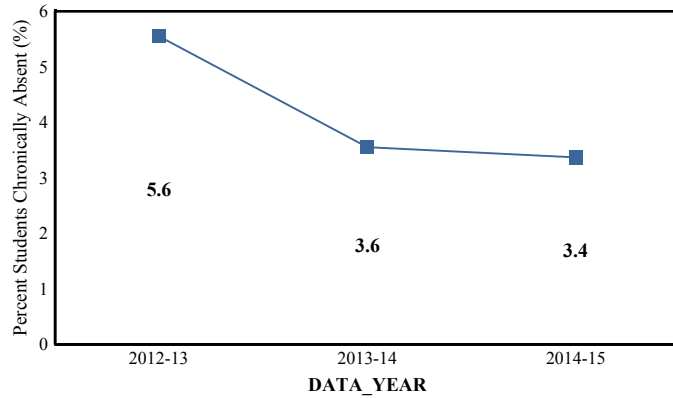**GRADE SPAN   PK-08**

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.


Chronic Absenteeism for 2014-15	3.37%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

COLLEGE AND CAREER READINESS
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08
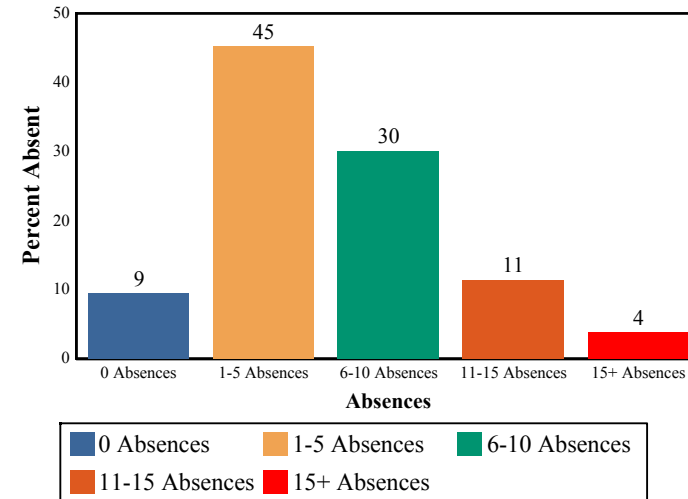
Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	85.1%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

17-0220-140

NICHOLAS ORESKO #14

HUDSON   33 EAST 24TH STREET

BAYONNE CITY   GRADE SPAN   PK-08   BAYONNE, NJ 07002

 This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

 The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

 The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	59	71	79	35	YES
Student Growth on Math	64	94	91	35	YES
		83	85		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	4%	0%	1%
Approached	4%	6%	2%
Met	8%	23%	17%
Exceeded	2%	6%	23%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	3%	3%	2%
Approached	5%	5%	7%
Met	12%	17%	29%
Exceeded	0%	3%	11%

Low Growth is defined as an **Student Growth Percentile score less than 35**.
Typical Growth is defined as an **Student Growth Percentile score between 35 and 65**.
High Growth is defined as a **Student Growth Percentile score higher than 65**.

State of New Jersey
2014-15

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN   PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	771	770
50th	753	743
25th	739	715
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	775	767
50th	764	745
25th	743	722
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

WITHIN SCHOOL ACHIEVEMENT GAP
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	772	773
50th	743	750
25th	728	728
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	762	764
50th	745	742
25th	719	721
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	43

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	838	850
75th	796	773
50th	779	751
25th	761	728
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	785	763
50th	774	743
25th	751	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

WITHIN SCHOOL ACHIEVEMENT GAP
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	785	770
50th	771	749
25th	751	726
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	782	763
50th	765	742
25th	745	721
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	804	776
50th	793	751
25th	780	724
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	777	759
50th	766	740
25th	755	720
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	22	39

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

Grade Level - 08

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	796	777
50th	781	751
25th	752	723
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	768	748
50th	748	726
25th	733	704
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

17-0220-140

SCHOOL CLIMATE
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	2.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	20
Administrators	444

State of New Jersey
2014-15

17-0220-140
NICHOLAS ORESKO #14
33 EAST 24TH STREET
BAYONNE, NJ 07002

SCHOOL PEER GROUP
HUDSON
BAYONNE CITY

GRADE SPAN   PK-08

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	ENGLEWOOD CITY	JANIS E. DISMUS MIDDLE SCHOOL	03-1370-076	07-08	60.9%	7.4%	13.4%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BERGEN	MOONACHIE BORO	ROBERT L. CRAIG SCHOOL	03-3350-060	PK-08	49.8%	5.3%	13%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	LEARNING COMMUNITY CS	LEARNING COMMUNITY CHARTER SCHOOL	80-7115-960	PK-08	32%	0%	9.7%
CUMBERLAND	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	49.4%	4.7%	14.6%
CUMBERLAND	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	68.8%	10.3%	18.7%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
HUDSON	NORTH BERGEN TWP	LINCOLN ELEMENTARY SCHOOL	17-3610-090	PK-08	66.9%	7.8%	12.1%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060	06-08	40.9%	2%	10.9%
MIDDLESEX	EDISON TWP	THOMAS JEFFERSON MIDDLE SCHOOL	23-1290-060	06-08	39.7%	3.4%	15.3%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%
MIDDLESEX	NORTH BRUNSWICK TWP	LINWOOD MIDDLE SCHOOL	23-3620-065	06-08	39.3%	2.8%	11.2%
MIDDLESEX	OLD BRIDGE TWP	CARL SANDBURG MIDDLE SCHOOL	23-3845-103	06-08	31.7%	2.4%	14.1%
MIDDLESEX	PISCATAWAY TWP	THEODORE SCHOR MIDDLE SCHOOL	23-4130-057	06-08	39.5%	1.8%	10.9%

SCHOOL PEER GROUP
HUDSON
BAYONNE CITY

GRADE SPAN   **PK-08**

MIDDLESEX	SOUTH PLAINFIELD BORO	**SOUTH PLAINFIELD MIDDLE SCHOOL**	23-4910-053	07-08	30.6%	1%	15.3%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	**MATAWAN-ABERDEEN MIDDLE SCHOOL**	25-3040-053	06-08	30.3%	1%	13%
MORRIS	NETCONG BORO	**NETCONG ELEMENTARY SCHOOL**	27-3520-060	PK-08	37.5%	4.4%	18.2%
PASSAIC	WANAQUE BORO	**HASKELL ELEMENTARY SCHOOL**	31-5440-050	KG-08	30.2%	4.9%	19.5%
SALEM	OLDMANS TWP	**OLDMANS TOWNSHIP SCHOOL**	33-3860-010	KG-08	30.9%	0%	6%
SOMERSET	FRANKLIN TWP	**FRANKLIN MIDDLE SCHOOL**	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	**SOMERVILLE MIDDLE SCHOOL**	35-4820-055	06-08	44.4%	3.2%	15.8%
SOMERSET	SOUTH BOUND BROOK	**ROBERT MORRIS SCHOOL**	35-4850-060	PK-08	46.9%	3.7%	10.9%
UNION	ROSELLE PARK BORO	**ROSELLE PARK MIDDLE SCHOOL**	39-4550-085	06-08	41.5%	4.9%	16%